FY14 O	FY14 OCR MONITORING DOCUMENT REVIEW SHEET (SECONDARY)						
AREA OF REVIEW	INDICATORS OF COMPLIANCE	DOCUMENTATION	YES	NO	COMMENTS		
ADMINISTRATIVE Civil Rights Assurance The district has a statement of	A signed copy of assurance for Title VI of the Civil Rights Acts of 1964	Signed Title VI, Title IX, Section 504 or					
assurance (signed by the Superintendent and/or Board chair) for Title VI, Title IX and	[CFR 100.4(a) thru (d)], Title IX of the Education Amendments of 1972 [34 CFR 106.4] and Section 504 of	combined assuranceSchool board minutes authorizing assurances					
Section 504. Title VI of the Civil Rights Acts of 1964 [CFR 100.4(a) thru (d)] Title IX of the Education Amendments of 1972 [34 CFR 106.4] Section 504 of the Rehabilitation Act of 1973 [34 CFR 104.5]	the Rehabilitation Act of 1973 [34 CFR 104.5] is one file in the institution	Copy of application for federal Carl D. Perkins funds (signatures signify compliance).					
Annual Public Notification							
Prior to the beginning of each school year, recipients must advise students, parents,	The district issues annual public notice of non-discrimination.	 A notice in newspaper, newsletter or other publication 					
employees and the general public that all career preparation programs will be offered regardless of race,	The annual notice includes a brief summary of program offerings and	 A copy of notice describing program offerings and admission criteria. 					
color, national origin, sex, or disability	admission criteria	 A description of how the notice reaches students, employees and 					
The notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate Title	The annual notice lists Title IX and Section 504 Coordinators with their name, title, address, and telephone number.	 applicants. A description of the method used to make this notice available to the visually impaired. 					
IX and Section 504 compliance activity	Annual notice is disseminated in the language of any national origin community with limited English language skills in the service area	If there are national origin minority students with limited English skills in the community, a					

	and state that the recipient will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs	description of the method used to make this notice available to students and community members.		
Continuous Nondiscrimination Notice. The district must take continuing steps to notify participants, beneficiaries, applicants, elementary and secondary school parents, employees (including those with impaired vision or hearing), and unions of professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of race, color, national origin, sex, or disability, Title IX (34 CFR 106.9) Section 504 (34 CFR 104.8)	A variety of district publications notify applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex, or disability.	 Program and activities brochures Student application Job application Staff handbook Parent/Student handbook(s) Job postings/application Posters advertising various programs Recruitment materials Website School newspaper/calendar 		
Title II, Title IX and Section 504 Coordinators Each district shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title IX 34 CFR 106.8 Section 504 [34 CFR 104.7(a)] Title II [28 CFR 107(a)]	The district has assigned a person(s) to coordinate Section 504, Title II, and Title IX activities. This (these) person(s) must be aware of their duties and responsibilities and have the training necessary to carry out their responsibilities. The district lists coordinators of Section 504, Title II, and title IX with	Copies of information identifying the Section 504, Title II, and Title IX Coordinators and their contact information • Staff & Student handbooks • Job postings • Website		

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Notice of Contact for Special	their name/title, address, and phone				
Needs	number in the notice of				
The district has and uses an	discrimination.				
approved statement notifying					
the public who they should					
contact for special			_		
accommodations, by title,	The district provides a public notice	 Public notification 			
phone, and address.	to interested parties regarding the	statement of who to			
Title II/ADA Federal code,	existence and location of services,	contact for special			
Subpart E. Communications,	activities and location of facilities that	needs, by name/title,			
[35.160 General (b)(1)(a)]	are accessible to and usable by	address/phone number			
	individuals with disabilities.	 Copy of an event notice 			
Grievance Procedure.		with the special needs			
The district shall adopt and		statement.			
public a grievance procedure	The district notifies students and				
providing for prompt and	employees that there is a grievance				
equitable resolution of student	procedure for persons who feel they				
and employee complaints	have been discriminated against	 A copy of the grievance 	_		
alleging any discrimination	based on sex or disability.	procedure in:			
based on sex or disability.		-Student Handbook	_		
Section 504 [34 CFR 104.7(b)]	The procedure is readily available to	-Employee Handbook			
Title IX [34 CFR 106.8(b)	students and employees and it is	-Catalog			
<u>Title II [CFR 35.107(b)</u>	prompt and equitable.	 Data on complaints 			
Harassment, Intimidation or					
Bullying & Prohibiting					
Cyberbullying					
Each district shall adopt a					
policy prohibiting harassment,					
intimidation or bullying and	The district has adopted a				
prohibiting cyberbullying.	dissemination plan for its				
Districts are encouraged to	harassment, intimidation, bullying	 Copy of policy 			
develop the policy after	and cyberbullying policy.	Copy of complaint form			
consultation with parents and		Copy of Staff and		l H	
guardians, school employees,	The grievance policies and	Student handbooks			
volunteers, students,	procedures of the district include	Copy of dissemination			
administrators, and community	provisions for harassment,	plan			
representatives.	intimidation, bullying and	Website			
Title VI (34 CFR 100.3);	cyberbullying			╽╙	
Federal Register / Vol. 59, No.					

47 / March 10, 1994 Title IX (34 CFR 106.31);, Federal Register/Vol. 62, No.49/ (Mar. 13, 1997) Section 504 (34 CFR Part 104) Title II (28 CFR Part 35)				
2. ADMISSIONS Student Eligibility The district may not develop,	Student eligibility criteria for	Eligibility and admissions policy and		
impose, maintain, approve or implement student admission eligibility criteria that	admission to career and technical education programs do not discriminate on the basis of race,	criteria for career preparation programs • Descriptions of the		
discriminates on the basis of race, color, national origin, sex or disability <u>Guidelines IV-A</u>	color, national origin, sex, or disability.	admissions processCopy of career preparation program schedule of courses		
Admission Issues The district may not judge candidates for admission to career preparation programs on the basis of criteria that	Demographics of career-technical enrollment are similar to demographics of eligible pool, or recipient provides a legitimate non-	 Admission policy for career preparation programs Description of the 		
have the effect of disproportionately excluding persons of a particular race,	discriminatory rationale.	Description of the admissions processProcedure and criteria		
color, national origin, sex, or handicap. If such disproportionate exclusion occurs, the criteria or standards must be validated	Demographics of specific career preparation programs are similar to demographics of entire school enrollment, or recipient provides a legitimate nondiscriminatory rationale.	for selective admissions for career preparation programs (where there are more applicants than can be		
as essential to participation. Guidelines IV-K	Admissions procedure, policy, and/or practice for CTE program enrollment avoid criteria that disproportionately	accommodated).Demographics of rejected applicants by selection criteria		

	exclude persons of a particular race, color, national origin, sex, or disability status.	Demographics of selected applicants by selection criteria		
	Admissions criteria that disproportionately exclude have been validated as essential to participation.			
Pre-Admission Inquiries The district must avoid	Application forms and materials do	Admission application		
preadmission inquiries about marital or parental status	not request informational about marital or parental status.	form and materials		
Title IX (34 CFR 106.2(c)				
Unlimited Occupational Opportunities for Disabled Persons The district must not deny access to career preparation programs and academic programs or courses to students with a disability on	The district does not discourage students with disabilities from participating in programs due to potential workplace discrimination.	 Documentation of counseling Counseling materials Enrollment data Number of students with disabilities by program 		
the basis that employment opportunities in any occupation or profession may		Placement/follow-up data		
be more limited for disabled persons than for non-disabled persons. Section 504 (34 CFR 104.10)				
Cuidelines IV-N Limited English Skills The district may not restrict admission to career preparation programs because the applicant, as a member of a national origin minority with	The district has a procedure in place to identify and assess applicants with limited English proficiencyLEP enrollment in CTE education is proportional to LEP enrollment in the service area.	Procedure for LEP identification and placement (must include English proficiency testing in reading, writing, speaking and		

limited English language skills, cannot participate in and benefit from vocational instruction to the same extent as a student whose primary language is English. Elementary and secondary recipients are responsible for identifying applicants with limited English language skills and assessing their ability to participate in career and technical education. Elementary and secondary recipients must take steps to open all career preparation programs to national origin minority students with limited English proficiency. Guidelines IV-L	LEP enrollment in specific career preparation programs is proportional to the LEP enrollment in CTE overall.	•	understanding Summary of steps taken to increase LEP participation in programs where they traditionally have been underrepresented Specific program enrollment demographics by LEP status		
3. RECRUITMENT Non-exclusive Recruitment School districts must conduct their recruitment activities so as not to exclude or limit opportunities Title IX ([34 CFR 106.23(a)(b)] Guidelines V-C	All potential students have access to information. Efforts are made to reach underrepresented groups.	•	Recruitment plans List of recruitment activities and sites Description of recruitment activities Recruitment calendar		

Recruitment Materials Recruitment materials' description of career preparation programs opportunities should not be limited on the basis of race, color, national origin, sex, or disability. Guidelines V-C	Descriptions of career opportunities are bias-free and free from stereotyping.	 Recruitment brochures and marketing materials English and non- English versions Course Catalog 		
Recruiting Teams To the extent possible, recruiting teams should include persons of different races, national origins, sexes, and disabilities. Guidelines V-C	Where possible, persons of differing races, genders, and disability are used for recruiting purposes	 Staff demographics by program Recruitment team demographics by program 		
A Community with Persons of Limited English Proficiency If a district's service area contains a community with persons of limited English proficiency, information must be available to that community in its language. Guidelines V-E	Process in place to identify and communicate with language minority communities. Efforts are made to communicate in a commonly understood language.	 Verification of limited English proficient community Samples of materials in other languages 		
Promotional Efforts and Materials Districts may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex or	Materials and/or media presentation show persons of varying races, male and female, persons with disabilities, and different national origins.	Promotional materials including: • brochures • flyers • newspaper advertising • catalogs		

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disability. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration. <u>Guidelines V-E</u>				
4. SITE LOCATION Site Selection The district may not select or approve a site for a career preparation program facility for the purpose or with the effect of excluding, segregating, or otherwise discriminating against students on the basis of race, color, or national origin, Districts must locate career preparation program facilities at sites that are readily accessible to both minority and non-minority communities, and that do not tend to identify the facility or program as intended for minority or non-minority students. Guidelines IV-B	Sites of career preparation programs are readily accessible to minority and non-minority communities and their location does not result in segregation.	 Maps showing location of CTE facilities Enrollment demographics of each facility Demographics of communities in district 		
Site Modifications A district may not add to, modify, or renovate the physical plan of a career preparation program facility in a manner that creates, maintains, or increases student segregation on the basis of race, color, national origin, sex, or disability. <u>Guidelines IV-D</u>	After modification, the CTE site is readily accessible to minority and non-minority communities and the modification does not result in segregation.	 Maps showing location of modified career preparation program facilities Student demographics before and after facility modifications Demographics of communities in the district 		

Residency A district may not establish, approve, or maintain geographic boundaries for a career preparation program service area that unlawfully exclude students on the basis of race, color, or national origin, Guidelines IV-C	Attendance zones do not have the effect of excluding students on the basis of race, color, or national origin.	 Maps of attendance zones Demographics of contiguous service areas to the district Curriculum offerings at contiguous facilities Job placement rates at contiguous facilities 		
5. SERVICES FOR STUDENTS WITH DISABILITIES No Exclusion Based on Disability No qualified person with a disability is excluded from, denied benefits of, or subjected to discrimination in any course, program, service, or activity solely on the basis of disability. Section 504 (34 CFR 104.4(a) Title II 28 CFR 35.130(a) Guidelines IV-N	The district implements policies and procedures ensuring access for students with disabilities to programs, services, and activities.	 Board policy Student Handbooks Membership lists in clubs & activities Procedures for selection into clubs, activities, programs Criteria for admission into courses, programs, services and activities Public notification that all services, activities, and facilities are accessible for individuals with disabilities 		
Students with disabilities must not be excluded from career preparation programs or academic programs, courses, services, or activities due to	The district provides appropriate aids and services for students with disabilities and does not have policies that limit participation of	Examples of equipment adaptedDescription of policy for		

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equipment barriers or because	students with disabilities.		providing aids and		
necessary related aids and			services		
services or auxiliary aids are		•	Description of aids and		
not available.			services	 _	
Guidelines IV-N			available/provided/denie		
<u>Caldelliles IV IV</u>			d		
			u		
		•	List of		
			materials/resources		
			available for students		
			with sensory		
			impairments		
		١.	Enrollment data by		
		•		Ш	
			program		
		•	Number of students with		
			disabilities denied		
			admission		
		•	Student handbooks or		
			calendars	_	
		١.	Policies governing use		
		•		ш	
			of guide dogs, tape		
			recorders, note taker		
Free Appropriate Public					
Education (FAPE)		•	FAPE policies and		
A recipient that operates a	The FAPE policies and procedures		procedures	_	
public elementary or	provide for the identification,	•	A description or list of		
secondary program or activity	evaluation, and placement of	•	the materials and	Ш	
shall provide a free,	students with disabilities and include				
appropriate public education to	procedural safeguards.		persons relied upon in		
each qualified disabled person	procedural careguarde.		the evaluation and		
who is in the recipient's	Evaluations and placement records		placement process		
•		•	Description of the		
jurisdiction. The recipient must	of individual students with disabilities		system procedural	_	
have a system in place for the	indicate that placement decisions		safeguards		
identification, evaluation, and	are fully documented and timely re-	•	List of persons with		
educational placement of	evaluations are conducted.	•		Ш	
those disabled persons.			knowledge of career		
Placement decisions must be	Persons who are knowledgeable		preparation programs		
made by a group of persons,	about placement options in career		who participate in FAPE		
including persons	preparation programs and CTE		placement decisions for		
morading persons	Proparation programs and OTE		career preparation		

knowledgeable about the child, the meaning of the evaluation, data, and the placement options. The recipient must provide procedural safeguards through which parents or guardians may obtain an impartial review of the evaluation and placement actions. Section 504 (34 CFR 104.33, 35 and 36)	placement decisions	programs • Section 504 Plans, Placement Records, IEPs and Similar Records of disabled Students Placed in Career Preparation Programs		
Regular Education Environment Disabled secondary students must be placed in the regular educational environment of any career preparation, academic, physical education, athletic or other school program or activity to the maximum extent appropriate to their needs with the use of supplementary aids and	Students with disabilities enroll in regular academic courses to the maximum extent appropriate to their needs.	 Student data List of separate classes, service activities Selection/admission criteria and procedures Section 504 plans, placement records, IEPs and similar records 		
services. Section 504[34 CFR 104.34 (a)(b)] Title II (28 CFR 35.130(d) Guidelines VI-A Satisfaction of FAPE Requirements Secondary students with disabilities are placed in a career preparation program only when the 504 FAPE requirements for evaluation, placement, and procedural safeguards have been	The Section 504 plan, placement record or IEP reflects the group's or team's determination that the career preparation program is an appropriate setting for the individual student.	 Sample placement records for students with disabilities Evaluation procedures Placement criteria and procedures Procedural safeguards 		

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satisfied. Section 504 ([34 CFR				
104.35(a)				
Guidelines VI-A				
6. PROGRAM ACCESSIBILITY Section 504/ADA Accessibility Issues The district may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities. Existing facilities/Section 504 (34 CFR 104.22] New Construction/Section 504 (34 CFR 104.23) New construction/ADA (28 CFR 35.151)	Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution	 List of each facility reviewed with the date of construction or last renovation and the career preparation programs offered therein: Building Date Programs 		
Existing facility under Section 504—Built of altered beginning June 3, 1977, or earlier The district shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A recipient is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities. Section 504 (34 CFR 104.22)	Readily Accessible -Redesign of equipment -Reassignment of classes or other services to accessible buildings -Assignment of aides to beneficiaries (but no carrying) - Home visits -Alteration of existing facilities and construction of new facilities in conformance with the requirements for new construction or any other methods that result in making its program or activity accessible to persons with disabilities	 Observations and measurements Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates 		
New construction under				

Section 504—Built or altered between June 4, 1977, and January 17, 1991, inclusive using ANSI (American National Standards Specifications for Making Buildings & Facilities Accessible to, and Usable by, the Physically Disabled) Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Disabled." Later versions of ANSI A117.1 do not apply Section 504 (34 CFR 104.23 (prior to January 18, 1991 amendment)	AINSI 4.1 Grading 4.2 Walks 4.3 Parking lots 5.1 Ramps and gradients 5.2 Entrances 5.3 Doors and doorways 5.4 Stairs 5.5 Floors 5.6 Toilet rooms 5.7 Water fountains 5.8 public phones 5.9 Elevators 5.10 Controls 5.11 Identification 5.12 Warning signals 5.13 Hazards	Observations and measurement Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates		
New construction under Section 504—Built or altered between January 18, 1991, and January 26, 1992, inclusive:	Uniform Federal Accessibility Standards (UFAS) as applicable	 Observations and measurement Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates 		

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New construction under ADA Title II and Section 504 – built after January 26, 1992; exercising the option to follow UFAS (Uniform Federal Accessibility Standards Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with UFAS (Appendix A to 41 CFR subpart 101-19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided. Section 504 (34 CFR 104.23) Title II (28 CFR 35.151)	Uniform Federal Accessibility Standards (UFAS) as applicable	 Observations and measurement Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates 		
New construction under ADA Title II and 504—Built after January 26, 1992 and before September 15, 2010; exercising the option to follow ADA (ADA Standards for Accessible Design) Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or	1991 ADA Standards for Accessible Design (1991 ADA Standards) as applicable	 Observations and measurement Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates 		

public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the 1991 ADA Standards for Accessible Design (Appendix A to 28 CFR Part 36). Departures from particular technical and scoping requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided. Subrecipients may also exercise the option to follow UFAS). Title II [28 CFR 35.151 (a) (b) (c)(1) New construction under ADA Title II – Built on or after September 15, 2010, and before March 15, 2012; exercising the option to follow the 2010 ADA Standards) Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to	2010 ADA Standards for Accessible Design	 Observations and measurement Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates 		
constructed in such manner that the facility or part of the				

technical and scoping requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided. (Subrecipients may also exercise the option to follow UFAS or the 1991 ADA Standards. The elevator exemption contained at 1991 ADA Standards 4.1.3(5) and 4.1.6(1)9k) shall not apply.) Title II [28 CFR 35.151 (c)(2) New construction under ADA Title II – Built on or after March 15, 2012; follow 2010 ADA Standards Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the 2010 ADA Standards. Title II [28 CFR 35.151 (c)(3)	2010 ADA Standards for Accessible Design	Observations and measurement Blueprints and plans Renovation schedules Maintenance records Work orders or contracts indicating construction start dates		
7. COMPARABLE FACILITIES Separate Facilities If separate programs or facilities exist for students with disabilities, they are comparable to those for students without disabilities.	Facilities are comparable. Programs are comparable. Services are comparable.	 Review of facilities Comparison of programs and services offered to both students with disabilities and students without 		

Section 504 [34 CFR 104.34(c)]		disabilities		
Changing Rooms/Showers Comparable Changing rooms, showers, and other facilities for students of one sex are comparable to those provided to students of the other sex. Changing rooms, showers, and other facilities for students with disabilities are comparable to those provided to students without disabilities. Title IX (34 CFR 106.33) Section 504[34 CFR 104.4(b)(ii) Guidelines VI-D	Locker rooms have approximately the same space and amenities for both males and females If there is a disparity, the institution provides a legitimate, nondiscriminatory rationale. Changing rooms, shower, bathrooms, and other facilities near the professional technical areas are comparable for both men and women. Persons with disabilities have convenient access to changing facilities and shower facilities.	Visual examination of the facilities		
8. CAREER RELATED LEARNING EXPERIENCES Opportunities Available to All Opportunities in career related learning experiences are available to all students regardless of race, color, national origin, sex or disability Title VI [34 CFR 100.3(b)] Title IX [34 CFR 106.31(d)] Section 504 [34 CFR 104.4(b)] Guidelines VII-A	Students in career related learning experiences are representative of the demographics of the school or program. If there is a disparity, the institution provides a legitimate, nondiscriminatory rationale.	 Review of enrollment data in career related learning experiences, internships, and job placement programs. Placement policies and criteria for placement Student employment notices 		

Assurance of Employer Nondiscrimination A district that assists employers and prospective employers in making career related learning opportunities and job placements available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex, or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility, and pay. Title VI [34 CFR 100.3(b)] Title IX (34 CFR 106.36) Guidelines VII-A	If there are written workplace agreements, they contain an assurance of nondiscrimination that is signed by both the employer and the school. The district does not honor any employer's requests nor make referrals for the placement, career related learning experience or internship to any employer who indicates a preference for applicants based on race, color, national origin, gender or disability.	 Review of workplace assignments, hours of work, and job assignments Copies of training agreements with employers that include statements of nondiscrimination and employer assurances Career related learning experience placement policies and criteria for placement Student employment notices 		
9. GUIDANCE AND COUNSELING Counseling Materials and Activities Do Not Discriminate Districts must ensure that their counseling materials and activities (including student program selection and career related learning, promotional, and recruitment efforts) do not discriminate on the basis of race, color, national origin, sex, or disability. Title IX [34 CFR 106.21 (a)(b0; 106.36(a); 106.34] Section 504 [34 CFR 104.4(a); 104.34(a)(c); 104.47(b)	The written guidance plan, policy, and procedures ensure nondiscrimination. The written assessment plan ensures nondiscrimination.	 A copy of the written district guidance and counseling policy, plan and procedure. Assessment Plan with a list of tests administered Written procedures for evaluation and placement of students with disabilities Promotional and recruitment materials. Enrollment Demographics Recruitment, Admission Policies LEP Policy 		

Title II (28 CFR 35.130) Guidelines V-A		•	Calendar of counseling and Pre-Vocational Activities		
Career Preparation Programs Open to All Students Counselors must not direct students into programs based on their race, color, national origin, sex, or disability. Districts must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program, based upon the student's race, color, national origin, sex, or disability Title IX (34 CFR 106.36) Section 504 [34 CFR 104.37(b)] Guidelines V-B	Career preparation program enrollments by sex, race, national origin, and disability are proportionate to enrollment of these groups in the general student population. Where enrollments are not proportionate, the institution can furnish a legitimate, nondiscriminatory rationale.	•	CTE enrollment demographics by course/program Admission criteria Enrollment forms Description of counseling services for students with limited English language skills and disabilities Copies of promotional materials used with limited English language students		
Nonrestrictive Career Objectives for Students with Disabilities Districts may not counsel disabled students toward more restrictive career objectives than non-disabled students with similar abilities and interests. Section 504 [34 CFR 104.37(b)] Guidelines V-B	Students with disabilities have equal access to all programs and classes based on abilities and interests.	•	Examples of Pre- enrollment counseling Enrollment Data		

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Counseling of Students with Limited English Proficiency or Hearing Impairments Districts must ensure that counselors can effectively communicate with students with limited English proficiency and with students with sensory impairments. Guidelines V-O	The content of materials available to other students and their parents is available to students and parents who speak languages other than English. Formats other than the printed word are available for students with disabilities.	 Written plan for the provision of services for LEP individuals Written plan for provision of services for individuals with hearing impairments Samples of materials in other languages/formats 		
Disproportional Enrollment If disproportionate enrollments occur, efforts must be made to ensure that counseling services and materials are not responsible. Districts must take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities. Title IX (34 CFR 106.36) Guidelines V-B	The district has a process in place to identify disproportionate enrollment. When disproportionate enrollment occurs, the district assesses counseling materials and activities and makes appropriate revisions or can articulate a legitimate, nondiscriminatory rationale.	 Examples of preenrollment counseling Enrollment data Examples of revised counseling materials or activities in response to disproportionate enrollment 		
10. EMPLOYMENT Pre-employment and Employment Practices Districts must not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of sex or disability. Districts may not engage in any employment	The district's employment practices are conducted without regard to race, color, national origin, sex, or disability of applicants or employees. Application forms and materials are	 Copies of employment practices documents including: hiring policies and procedures advancement policies and procedures 		

practice that discriminates on the basis of race, color, or national origin if such discrimination tends to result in segregation, exclusion, or other discrimination against students. Districts may not make preemployment inquiries concerning disability, marital, or parental status. Title IX (34 CFR 106.60) Section 504 (34 CFR 104.14) Title VI [34 CFR 100.3©] Guidelines VIII-A	free from prohibited questions concerning disability or marital or parental status.	-Employee Handbooks -application materials and forms -screening committee and procedures Rating systems Job announcements Recruitment policies		
Notice to Faculty of Nondiscrimination The district must notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex, or disability. Guidelines VIII-B	The district notifies its sources of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability.	 Application form Job/position descriptions Vacancy announcements and advertisements Recruitment letters or contacts Personnel website and other related recruitment documents Published nondiscrimination statement in newspapers, students handbooks 		

Faculty Salaries Do Not Discriminate The district should establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard to race, color, national origin, sex, or disability. Title IX (34 CFR 106.54) Section 504 (34 CFR 104.11 and 12) Guidelines VIII-D	Faculty salary scales and policy are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex or disability. Faculty assignment patterns are nondiscriminatory on the basis or face, color, national origin, sex or disability. Non-faculty salary administration is based upon the conditions of employment without regard to race, color, national origin, sex or disability.	 Faculty salary schedules and related policies Faculty assignment information by race/ethnic group, sex, and staff with disabilities Non-faculty classification/compens ation system is in place that evaluates jobs and places them in appropriate salary ranges according to working conditions and levels of employment responsibility 		
Equal Employment Opportunities for Applicants with Disabilities Districts must provide equal employment opportunities for teaching and administrative positions to disabled applicants who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship. Section 504 (34 CFR 104.12 Guidelines VIII-E	The district's employment policies do not unlawfully discriminate against persons with disabilities. Persons with disabilities are employed in teaching and administrative positions and are not treated differently in promotion and tenure decisions.	 Number of staff with disabilities Copies/description of policies, procedures, and criteria considered for hiring, promotion, retention and tenure including professional and non-professional applications. 		

OVERALL COMMENTS:	
Date of Review:	Name of reviewer:

RHODE ISLAND DEPARTMENT OF EDUCATION

Civil Rights Compliance Review Guide

2014

Statement of Confidentiality and Conflict of	f Interest	Date:
that I have fully disclosed any and all connec	ctions to the school being reviewed	nis school as part of the OCR compliance review and d. I agree that all information reviewed through both I will be held in strict confidence and will not be shared
Print Name	Signature	